

## **POLICY FOR SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

Policy Date: November 2019

Review Date: Autumn 2022

### **MISSION STATEMENT**

This policy is carried out within the context and spirit of the school's Mission Statement and its distinctively Christian values. It supports and reinforces the aims of Burbage C of E Infant School, valuing all children equally and as individuals:

*Loving; Living; Learning*

#### Loving

We all belong to the Burbage Church of England Infants extended family (school, church, community). We all care for everyone within it. We believe everyone can be a good friend.

*'Love the Lord your God with all your heart and with all your soul and with all your mind.'* Matthew 22:37

#### Living

We work hard to learn to live together and to be the best we can. We celebrate everybody's strengths, and embrace each other's differences, respecting all, and living honest lives together.

*'Love your neighbour as you love yourself'* Luke 10:27

#### Learning

Learning is amazing, and we all strive to discover the next exciting adventure. We all believe that we can, and if we can't now, we will soon.

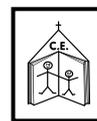
*'Everyone who hears these words and puts them into practice is like a wise man who built his house on the rock.'* Matthew 7:24

Our values are:

Friendship, Truth, Compassion, Respect and Perseverance

### **1. INTRODUCTION**

In contrast to the policies for specific curriculum subjects, this policy relates to the whole life of the school. Of particular importance in promoting spiritual, moral, social and cultural development (SMSC) is the example set by adults in



the school, the quality of relationships and the standard of daily Collective Worship.

At Burbage C of E Infant School the promotion of pupils' spiritual, moral, social and cultural development is considered to be a "whole school" issue.

## • **Rationale - Legal**

The Education Reform Act (1988) requires the curriculum of a maintained school to 'promote the spiritual, moral, cultural, mental and physical development of pupils at the school.'

- Provision for SMSC development will be inspected by both OFSTED and SIAMS inspectors, although the latter will concentrate more upon the spiritual and moral aspects;
- All maintained schools – including church schools – must provide a daily act of collective worship for all registered pupils.

## • **Rationale - Religious/Educational**

The connection between good results in the curriculum and high standards in SMSC development is widely acknowledged.

- The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the human existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during formative years.

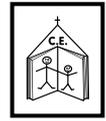
## 2. DEFINITIONS

### • **Spiritual Development**

Burbage C of E Infant School have worked in partnership with the incumbent to develop our shared understanding of spirituality, and define this as a relationship with God as creator and redeemer. The concept of God in this can be understood and experienced in the widest sense, and does not need to be in a purely Christian context, or even in that of other faiths. Its interpretation will be highly personal to each individual.

### • **Moral Development**

Moral development is concerned with pupils' ability to make judgements about how they should behave and act and the reasons for such behaviour. It refers to their knowledge, understanding, values and attitudes in relation to what is right or wrong.



Moral development, based on ethical principles, should enable pupils to become increasingly responsible for their own actions and behaviour.

## • **Social Development**

Social Development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in society. It also relates to the growth of knowledge and understanding of society in all its aspects.

School provides a rich environment for promoting social development within an ethical context. Pupils learn to lead, to use their initiative and to use individual skills and strengths when working together towards a common goal. The ability to work as a team, to support others and to recognise the different skills of other group members can be developed when children work co-operatively.

## • **Cultural Development**

Cultural Development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. It is an increasing appreciation of the systems of values and attitudes which form the basis of identity and cohesion within societies and groups.

In order to make provision for cultural development existing knowledge, interests and experiences are strengthened and then built on. In this way pupils gain a deeper understanding of their own culture and the factors which influence it and gain a broader understanding of other cultures and cultural influences. All areas of the curriculum can be used to promote and develop cultural awareness, although the arts, music, dance, drama and art are those used more frequently.

## • **Christian Distinctiveness**

We provide a caring, happy environment in which pupils thrive by becoming aware of and reflecting upon their own experiences and those of others and discover meaning and value in such experiences

As a Church School, our approach is distinctively Christian. As a community school, with children of all major faiths, and many of none, we endeavour to reflect our community in our practice, and strive for a wholly inclusive approach that embraces and learns from all.



## 3. SPIRITUAL DEVELOPMENT

- **Aims for Spiritual Development:**

- the ability to listen and be still
- the ability to respect religious symbols;
- the ability to reflect;
- the ability to sense wonder and mystery in the world;
- the ability to sense the special nature of human relationships.

- **Provision:**

Within the curriculum, pupils will be able to explore:

- an imaginative approach to the world;
- a spirit of enquiry and open-mindedness;
- an approach to mystery;
- an awareness order and pattern in nature;
- in particular, through the Key Stage 1 curriculum areas of RE, music, art, literacy, and science, and The EYFS areas of People and Communities, Exploring and Using Media And Materials, And Being Imaginative.

- **The school will:**

- Encourage pupils to express their creativity and imagination;
- Foster a sense of respect for the integrity of each person;
- Create an atmosphere which enables pupils and staff to speak freely about their beliefs, and where appropriate, their relationship with God;
- Encourage pupils to respect other people's opinions.

- **Within RE, Worship and PSHE, the school will:**

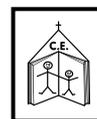
- Allow pupils to investigate and reflect upon their own beliefs and values;
- Enable children to gain a greater knowledge of the Christian story, and experience age appropriate elements of the Anglican tradition;
- Offer a range of opportunities to visit, and where appropriate worship in different places of worship, including St Catherine's Church, other local churches, cathedrals (eg. Leicester and Coventry), and a synagogue;
- Provide opportunities for pupils to share what is meaningful and significant to them;
- Provide opportunities for pupils to contribute to worship, by writing prayers and thoughts to be shared and by requesting songs;
- Provide opportunities for prayer/reflection/silence, the exploration of inner space;



- Encourage a balance of music, speech, silence and the creative arts when exploring spiritual development;
  - Explore symbols and images;
  - Explore what commitment means;
  - Always invite a response and never coerce.
- **Beyond the Formal Curriculum, the school will:**
    - Encourage pupils in personal conversations and during discussions in lessons, to express such feelings as wonder, change, unease, injustice or inequality whilst listening carefully to others' questions and responses;
    - Treat all members of the school community with respect, regardless of personal feelings.
- **Assessment in Spiritual Development:**
    - becoming aware of and reflecting on experience;
    - questioning and exploring the meaning of experience;
    - understanding and evaluating a range of possible responses and interpretations;
    - developing personal views and insights and a grasp of the intangible;
    - applying the insights gained with increasing degrees of perception to one's own life;
    - acquiring a sense of empathy with others, concern and compassion;
    - development is best seen through pupil's relationships and conversations with others.

## 4. MORAL DEVELOPMENT

- **Aims for Moral Development:**
  - to follow our school's golden rules and to develop an understanding of their linked values;
  - to understand the principles lying behind decisions and actions;
  - to be able to take moral decisions for themselves;
  - to assume moral responsibility through belief and conviction;
  - to be able to distinguish between right and wrong;
  - to understand the consequences of their behaviour on others.
- **Provision - Within the Curriculum:**
  - reinforcement of understanding of the golden rules;
  - in EYFS through the "Managing Feelings and Behaviour" element of the curriculum;
  - encouraging pupils to develop a personal view on ethical questions;



- developing responsibility in learning and setting personal targets.

- **Provision - Within RE, Worship and PSHE:**

- discussing and reinforcing values, choices, and right and wrong;
- learning about moral dilemmas and decisions, including in stories from the Bible, and other stories form a range of traditions.

- **Beyond the Formal Curriculum**

- the school will set high expectations through formal discussion which will lead to raised awareness of high moral standards inside and outside the classroom.

- **Assessment in Moral Development:**

- through observation of pupil behaviour and the views pupils express;
- monitoring of pupils' development through the golden rules system.

- **Do pupils demonstrate:**

- an understanding of moral principles which allow them to tell right from wrong?
- a respect for other people, truth, justice and property?
- an ability to stand moral ground in the face of peer pressure?

Pupils should move gradually from a 'taught morality' to taking responsibility for their own moral decisions.

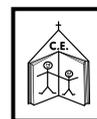
## 5. SOCIAL DEVELOPMENT

- **Aims for Social Development:**

- to relate positively to others;
- to participate fully and take responsibility in the classroom and in the school
- to use appropriate behaviour, according to situations;
- \* to engage successfully in partnership with others;
- to exercise personal responsibility and initiative;
- to understand that, as individuals, we depend on family, school and society.

- **Provision - Within the Curriculum:**

- in particular, through the Key Stage 1 curriculum areas of PSHE and the EYFS areas of Making Relationships, Managing Feelings and Behaviour, Listening and Attention;



- listening to the viewpoints and ideas of others;
- to share, take turns and work collaboratively;
- to develop successful friendships;
- To listen and pay attention to others.

## • **Provision - Within RE, Worship and PSHE:**

- good friend certificates are awarded for showing good social skills
- stories from a range of traditions, including the Bible, are used to exemplify and discuss our values of friendship, respect, and compassion.
- Children explore good social skills within Circle Time in PSHE

## • **Beyond the Formal Curriculum:**

- pastoral care from all staff gives pupils the chance to see caring in action
- opportunities to write to say thanks to visitors or when making a visit
- social communication intervention groups support children to develop these skills

## • **Assessment in Social Development:**

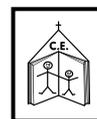
- observation of pupils' growing maturity and self-esteem;
- the degree to which pupils employ socially acceptable behaviour;
- development of relationships in work and play;
- the degree to which pupils appreciate what constitutes a healthy lifestyle.

The importance of the link between relationships and behaviour should be emphasised. The quality of relationships between teachers, pupils, support staff, parents and governors, at all levels, is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and understand and by the valuing of pupils.

## **6. CULTURAL DEVELOPMENT**

### • **Aims for Cultural Development:**

- to develop a sense of belonging to pupils' own culture and being proud of their cultural background;
- to respond to cultural events;
- to share different cultural experiences;
- to respect different cultural traditions;
- to understand codes of behaviour, fitting to cultural tradition.



- **Objectives for Cultural Development:**

- to develop an awareness and recognition of what a 'cultured person' appreciates in terms of music, art, drama, literature, etc;
- to develop a love of learning;
- to develop an understanding of different cultural traditions that exist in British Society today;
- to appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond;
- to develop the ability to value current cultural enthusiasms, icons, music and media, critically and independently of peer pressure.

- **Provision - Within the Curriculum:**

- in particular, through the Key Stage 1 curriculum areas of literacy, art, music, RE, geography and history and the EYFS areas of People and Communities, the World, Exploring and Using Media and Materials, and Being Imaginative;
- acquiring a code of behaviour when visiting a religious place of worship;
- learning about another culture presented through a cross-curricular approach;
- gaining an understanding and appreciation of the rich tapestry of culture that exists within our school, locally, nationally and globally.

- **Provision - Within RE, Worship and PSHE:**

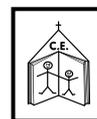
- opportunities to discuss and explore differences, similarities, equal rights, peer pressure and discrimination;
- gaining an understanding through collective worship of traditions, Bible stories, and religious stories from a wide range of cultures, and particularly of those represented by pupils at the school.

- **Beyond the Formal Curriculum:**

- visits to a range of places of worship and other cultural buildings;
- theatre visits;
- visiting speakers and other experiences relating to a range of cultures;
- opportunities to take part and perform in a range of cultural activities.

- **Assessment in Cultural Development:**

- response to stories, videos, artefacts;
- records of work, displays, photographic evidence;
- increased participation in cultural activities;
- attitudes expressed during cultural visits or relating to visitors.



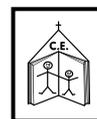
## 7. LINKS WITH OTHER POLICIES

Other policies will be closely linked to SMSC development and are listed here for reference.

- The Personal, Social and Health Education Policy
- The Equal Opportunities Policy
- The Collective Worship Policy
- The Behaviour Policy
- The RE Policy
- Individual Curriculum Policies
- British Values Policy
- Inclusion Policy
- Community Cohesion Policy

## 8. RESPONSIBILITIES

- **The Governing body** is responsible for:
  - Ensuring that the church foundation of the school is recognised and that the SMSC Policy promotes an ethos based on the best of human principles and practices;
  - Ensuring that SMSC is put into practice and monitored by the Values Committee;
  - Working with the Diocese to carry out the SIAMS Inspection of a Church School.
- **The School Development Plan** should include a section on SMSC development which gives an indication of planned developments and arrangements for review. The following may be mentioned, where appropriate:
  - themes and approaches
  - staff training and support
  - development of resources
  - whole school INSET
- **Monitoring and evaluating** spiritual, moral, social and cultural development is an on-going process. There should, however, be some arrangement whereby formal discussion and evaluation can take place regularly ensuring that all staff can contribute. This will be through the Values Committee, and the wider staff will be represented by the staff governor.



## 9. ROLE OF CO-ORDINATOR

The named co-ordinator has responsibility for overseeing the planning, the provision and the Monitoring and evaluation of SMSC development. The co-ordinator will keep in touch with national developments and will act in an advisory capacity, supporting colleagues. Staff meetings may be used for discussion and the update of information. S/he will understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole. At Burbage C of E Infant School, the SMSC co-ordinator is the Headteacher.

## 10. REVIEW

The Governing Body will review this policy, formally, three years from the date of its adoption. Informal review may be necessary in the interim and should take place as and when required. The Governors' Values Sub Committee has been delegated the responsibility to review this policy.

Date of Policy: November 2019  
Policy to be reviewed: Autumn 2022

Adopted by Governors:

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Signed: *(Chair of Governors)*

Date:

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